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## A Reading Set-Up for Elementary Reading in Faulkner Colored School

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A READING SET-UP FOR ELEMENTARY READING  
IN FAULKNER COLORED SCHOOL

By

Margaret Mae Ellen McFrazier

A Thesis in Education Submitted in Partial  
Fulfillment of the Requirements  
for the Degree of

Bachelor of Science

in the

Division of Arts and Sciences

of the

Prairie View State Normal and Industrial College

Prairie View, Texas

August, 1938

## ACKNOWLEDGMENT

### DEDICATION

To

John McFrazier

and

Willie Rollerson,

being Husband and Father respectively.

Margaret Mae Allen McFrazier



### ACKNOWLEDGMENT

The writer takes pleasure in using this opportunity to make certain general and specific acknowledgments, to Miss A. C. Preston, teacher of Rural Education, Prairie View College, for her influence in the formation of my views of purposeful reading; to Mrs. E. C. Ellison for early direction and supervision at The Training School, Prairie View College. She has also given helpful criticism upon the manuscript of this thesis, carefully reading the whole of it. To these, and to others, I gratefully acknowledge my appreciation.

Margaret Mae Ellen McFrazier



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have and skill in explaining books, magazines and newspapers. The boy or girl, who understands easily the subject matter read, carries the key to the world's library and finds living a more delightful experience. It is imperative, therefore, that the children in Faulkner Colonial School be with all other schools form the habit of reading to books. This habit will not be formed unless they acquire a love for reading.

## Where Faulkner is Located -

Faulkner, a school in a chosen school community, composed of about fifty colored families, with a scholastic enrollment of sixty-seven pupils, lies in the extreme northeastern part of Lower Society twenty-two miles north-east of Dallas, Texas. This community borders Red River County to the east and touches Red River to the north. The school is near the center of the community and may be reached without any or very little difficulty. It is lo-



## CHAPTER I

### INTRODUCTION

All science, all history, and all literature are for the scholar. To be successful in either, depends largely upon reading, the basic tool of learning. Then, if so great a colossus as learning has for its foundation reading, much consideration should be given to it from early childhood until the adolescent period when an interest and love for good literature should be developed. Reading when stripped of its mechanical defects, lends ease and skill in exploiting books, magazines and newspapers. The boy or girl, who understands easily the subject matter read, carries the key to the world's library and finds living a more delightful experience. It is imperative, therefore, that the children in Faulkner Colored School as well as other schools form the habit of resorting to books. This habit will not be formed unless they acquire a love for reading.

#### Where Faulkner is Located -

Faulkner, a school in a common school community, composed of about fifty colored families, with a scholastic enrollment of sixty-seven pupils, lies in the extreme northeastern part of Lamar County twenty-two miles northeast of Paris, Texas. This community borders Red River County on the East and touches Red River on the north. The school is near the center of the community and may be reached without any or very little difficulty. It is lo-



cated where the Pine Bluff road and the Airline graded roads cross. The main building is located on a three acre campus with rooms and equipment to accomodate its sixty-seven pupils and two teachers.

#### Brief History of the School -

The early history of this school is a very obscure one, and a very interesting one. Back in the early nineties it was called the Black Oak School. It had one small room made of oak planks, and a roof of home made boards. It was equipped with very crude seats, and the blackboards were only a part of the walls painted with black paint. This little house was located a mile and a quarter from its present location.

During the past forty years this school has enjoyed the honor of furnishing the early training for three of its most proficient teachers, two of the county's most outstanding ministers, one meat inspector, one skilled carpenter, two successful auto mechanics, three merchants, one mail clerk, eleven farm owners and stock-raisers, and a host of industrious housewives and farmtenants.

In nineteen hundred eight this schoolhouse was completely burned from unknown origin. The following term the school was housed in a building formerly occupied by the white school of the community. It was still known as the Black Oak school located a mile northeast of the former school site.

In the school year nineteen twenty-five and



twenty-six, the writer became teacher of this school. It was still a one room building. It had an enrollment of ninety-three pupils. In the fall of nineteen hundred and twenty-eight another teacher was added. The one room was separated into two departments by a curtain.

In the summer of nineteen hundred and thirty-three, the parents and trustees together with the teacher had a special meeting in which a plan was proposed to buy land and build a house to accomodate the school. The plan was executed. The patrons of the school furnished the land and means to pay the carpenters and the school board furnished the materials and equipments to complete the building. As a result, there is a two-teacher school building on a three-acre plot of land on the Pince Bluff and Air-line roads R. 6 Paris, Texas, in which courses of instruction are offered from the first grade through the eighth grade.

#### Sources of Materials -

The author of this thesis has studied books, magazines, and bulletins of competent authors that have been concerned for many years, and in important places, with the preparation of courses of study, teaching plans, and supervision of instruction. The result of this study and observation relating to elementary-school instruction of reading, I have embodied in this manuscript, presenting it in simple, direct and unadorned language which is calculated to render a maximum of assistance to both experienced and inexperienced teachers.



## CHAPTER II

## A READING SET-UP DEFINED

A reading set-up is the proper training in reading that involves an attack on attitudes. It implants interests and tastes. It involves the development of a habit of constant and varied reading, and involves training in the technique of efficient information-finding and information-getting and information assimilating.

Each of these must be largely developed by intensive experience of similar sort during the school years. Attitudes have to be developed or encouraged, proper reading activities repeated until they become automatic, a technique of research must be developed to the state of effective independence.

This cannot be developed by sparing, laborious use of a few textbooks, no matter how compact or fundamental they may be. The study of textbooks alone cannot serve this purpose. The study of textbooks in almost every subject must be accompanied by the liberal use of supplementary or collateral reading. As a school exercise, this collateral reading must always be consciously directed toward the development of attitudes, habits, and technique.

The set-up includes such habits as word recognition, phonetic-recognition, phrase-recognition, eye span, rhythmic eye-movement, and other forms of response which must function smoothly and correctly if proper progress is to be made. A pupil's short-coming in reading is to be



diagnosed quickly. When the point of failure is thus located, it is usually possible, through applying the principles of habit-building, to correct without great difficulty the inadequate response.

No one need get the impression that the analysis of difficulties and alertness of defective habits in reading need make the work of the class more formal or less interesting. Quite the reverse should be true, for the same reason that motoring is more enjoyable when careful attention is given to the mechanical details thus preventing annoyance and delay. The abundance of interesting reading material almost everywhere available for children makes easy the motivation of daily hours of intense, attentive practice to an extent not attainable in any other subject. Such a set-up that will establish the habits essential to rapid effective reading and at the same time to forestall the intrusion of clumsy and wasteful practices is performing a service of almost inestimable value for the later educational progress of the pupil.

#### How the Idea Began -

In studies of school objectives as related to preparation for life we find reading as having very great significance from the possible vocational civic, and recreational uses to which it may be put. With a fair understanding of the spirit of this new education the reading set-up is attempted to vitalize and make more perfect and usable the art of reading that it may mean more to the learner than it meant on the older plan, to make the



subject more practical and useful than ever before.

During recent years, the teaching of reading has been influenced by a more general recognition of the fact that the pupil himself is on par in importance with the subject he studies. The interests of children, the ways in which their minds act, their capacities and aptitudes, are modifying methods of instruction and drill, and are determining the kind and quantity of reading assigned, and the quality expected in each grade.

#### The Groups to be Taught -

The children at Faulkner fall under the following groups: Grade I, Grade II and Grade III, Grade IV and Grade VI, Grades VII and VIII.

#### To Stimulate a Desire to Read -

The love for reading is the most important objective in reading to be accomplished in our elementary schools. Some children have the desire to read when they first enter school, others do not have, therefore it is necessary to stimulate their desire to read. To



## CHAPTER III

## THE AIMS OF THE SET-UP

The ultimate or remote aims of this set-up are: to help children acquire broad information through reading; to create a love for reading; to teach the appreciation of good literature; to make better citizens that will act intelligently and be able to initiate wise policies or give allegiance to them.

The more complex and changing the civilization, the greater is the need for a vast fund of knowledge upon which one can rely for comfort, understanding, guidance and vision.

To give the broad information needed in life we must depend to a great extent on the matter contained in books, magazines, newspapers, and other printed material. Therefore the immediate aims of this set-up are: To stimulate a desire to read; to provide many experiences; to satisfy children's needs for reading; to provide good books for the reading period; to create a social atmosphere; to develop silent and oral reading ability; to locate general deficiencies in reading and to provide remedial treatment.

To Stimulate a Desire to Read -

The love for reading is the most important objective in reading to be accomplished in our elementary schools. Some children have the desire to read when they first enter school, others do not have, therefore it is necessary to stimulate their desire to want to read. To



do this it is necessary to provide many experiences.

#### To Provide Many Experiences -

If children are to build up a rich spoken vocabulary they must have many experiences before reading is attempted. The written or printed word must convey a definite meaning to him. These experiences can be furnished by pictures and picture books, games, excursions, caring for pets, telling stories and the like.

Experiences are needed not only for little children but for children of all grades. They enlarge the range of one's interests and develop natural reading needs. Better understanding of printed statements in books comes from actual experiencing along the same line. So we take children of the primary grades to the farm yard, or, to the store houses or to the brook, or for an automobile ride. The children of the upper grades go to the museum, to the fairs; to chicken hatcheries, and saw mills to see various housing conditions and industries. The school is trying through these contacts with our world of today to help children see some of the problems confronting American life and civilization to inspire them to do the best that is in them.

Radios, motion pictures and excursion bring knowledge of all the world to the classroom.

#### To Satisfy Children's Needs -

Regardless of the age of the school child he needs to read. He wants to know about pictures he sees and he is anxious to find out for himself. He wants to



read letters and messages. He wants to solve puzzles and play games, and to know how to make things, all of which require a knowledge of reading. All these needs can be met if he has the ability to read silently.

#### Provide Good Books for the Reading Period -

One of the greatest incentive to good reading is having on hand a supply of good books. These, of course, must be suited to the reading level of the grades in which they are to be used. In the beginning first grade, picture books, pre-primers, and charts units, which the children have formulated and the teacher has mimeographed and pasted on heavy paper, and books of primer difficulty should be used. In our set-up, we make charts from wall paper sample books received from dealers in wall paper at the beginning of each calendar year. The words are printed on the backs of these sample sheets with the teacher's printing set. Duplicate words and sentences are printed on separate cards and can be used and handled by the children in matching words and sentences. Each child is also required to make an individual "Sentence and Word Notebook" which he is happy to take home as his personal property and read to his parents.

There should be easy books for reading level of the grade below, more difficult books for the more proficient readers and books with no grade placement indicated. The books should have a great range of content to appeal to the various individual interests of the group.

In the upper grades a great variety of books



should be used such as books of travel, tales of adventure, nature books, story books, informational books of various subjects, magazines, newspapers, clippings and stereoptican views accompanied by suitable reading material. Again, it must be stated that books should be of varying degree of difficulty.

#### Create a Social Atmosphere -

First of all, for that feeling that is so much desired in the classroom there should be a teacher in the room who can and will sympathize with children. An unsympathetic teacher has no place in a school room. Children are very quick to become sensitive of unsympathetic attitudes. So the first essential for a social atmosphere is a sympathetic teacher.

Second in importance is a genial comfortable and attractive school room. It is very desirable that each child have a space to place his own material. If good working benches are not furnished by the school board very inexpensive one can be made from fruit crates or boxes.

The primary room should be equipped with suitable material for creative work, such as blocks, sand table, construction paper, colored crayon and clay. They should be properly arranged and labelled so that children will know where to obtain them and to return them.

In the upper grades in addition to many of those things mentioned for the lower grades pictures, maps, a globe, growing plants, space for exhibits, and a library



table should be provided. A very practical way to keep the room attractive is to let the pupils help suggest ways of making the room more attractive. The feeling of its being their idea and their room gives a more favorable attitude toward keeping it attractive.

The feeling of life-like situations should be welcomed in the school room. No longer should calling on children to read in rotation be practiced. Only those children should be asked to read who need to be helped most and the reading period divided so that giving of experience may be done.

Again, I wish to state that, a sympathetic teacher together with an attractive room makes a place where children live joyfully and learn readily.

#### To Develop Silent and Oral Reading Ability -

An immature mind can be taught in the space of a short school year to grasp fully and to execute commands involving knowledge of every part of speech and varied sort of actions by treating its intelligence as a full grown intelligence, which requires to be informed in a logical way. Anything that is valuable can be taught in a very short time if the child is capable of learning. Children love to do the thing they should do, and the teacher is wisest that restricts the energy of their pupils to guide them, give them the ideas they need and the rest will take care of themselves. <sup>1</sup>

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<sup>1</sup> Watkins, Emma, "How To Teach Silent Reading To Beginners", Lippincotts, Philadelphia, 1926.



"It is not the length of time a pupil has been in school that determines his progress, but the way in which he has been taught".

Silent reading methods are based on the perception of similarity and difference. The child is taught to choose between or distinguish his name from every other word.

The use of name-cards and the blackboard with few or no spoken words are among the materials needed.

Name-cards are prepared containing the words to be taught. The child is told what the word in question is. The card is replaced with other cards and the child is told to watch for it. When it appears indicate the recognition of it by a prescribed manner.

The size of the small card should be five by twelve inches the larger one five by twenty-four inches. They should be kept in sets with a rubber band and labeled, action words, or as the case may be.

The blackboard when used with white chalk is advantageous. A window shade can also be painted with black paint and used. If a window shade is used, it should be painted about five feet up from the bottom. The use of this device enables the pupils to see the words in different positions from those in the pack of cards. Hence their attention is focused on the word rather than the position of the words.

Hectograph is a convenience used to reproduce a typewritten or hand printed page containing lessons used



during the week. Such a device adds to the interest of the pupils to give them copies of the vocabularies to take home to their parents for instruction and inspection.

Calendars, both large and small are useful materials. Tear off sheets representing the correct month, mount on cardboard and hang where it may be convenient for use. Do the same for the smaller calendar sheets for each month, providing enough for each child. Keep them in a separate box ready for use.

Clock dials large and small are additional materials used advantageously for silent reading. Hang the larger one up and place the smaller ones in a box.

A bulletin board placed low enough to be on a level with the children's eyes is indispensable. Labels, street signs and special events may be tacked upon it after they have been discussed by the class.

Colored cards four by four inches, a set for each child, and animal silhouette and cards are also valuable.

These are timely suggestions for lessons:

A Lesson of children's names

A lesson of personal history

A lesson of salutation

A lesson of action words

A lesson of morning duties

A lesson of things in the room

A lesson of parts of the body.



In oral reading the object of the reader is to convey to an audience the ideas and feelings which the author has expressed in the material to be read. It is based upon silent reading, since the reader cannot present the author's ideas to an audience if he does not understand them himself. But it goes beyond silent reading in that it is concerned with the audience and with methods of oral expression.

In reading to an audience, the natural situation is this. The reader reads something in which he thinks the audience will be interested, and about which they do not know. This situation is complicated in school. Most reading lessons are carried on after all the pupils have read the lesson in the book in preparation for the recitation. In consequence of this we have an unnatural situation. The reader has neither of the two incentives to good reading that has just been mentioned, because the children are already thoroughly acquainted with the material and there is no real objective in reading to them.

Notwithstanding this fact, we can do much to develop real reading incentives. This can be done by having many supplementary readers and having a child or a group of children read one set which the other group has not read; then when the children of the other group as an audience and vice versa. Or individual children may bring in material which they have read and which they think will be of interest to their classmates, and read it to them.



This material may be got from newspapers, magazines, and from books in the library. As a matter of fact, the teacher who wants to build up natural reading situations can easily invent many devices. The chief danger lies in the teacher's not knowing about the natural reading situation and feeling that he has done his duty when he has had the children practice upon material which everybody already knows and is frequently quite indifferent to.

#### To Locate General Deficiencies in Reading and Remedial Treatment -

Reading is both the most important and the most troublesome subject in the elementary school curriculum. It is most important since it is a tool which is essential to the learning of nearly every other school subject; most troublesome since pupils fail in reading far more frequently than in other elementary skills.

Why are defects and deficiencies in reading so numerous? Aside from such causes as low mentality, defective vision, scholastic immaturity, there is the fact that reading comprises highly complex abilities that are easily detected and observed. The fluency and ease of proficient reading is evidence not of its simplicity and ease of acquisition but of the great skill acquired by the dint of practice. Words seem to pour from the lips of an expert reader as movement sweeps from the wheels in a well regulated watch. The result is dependent upon the co-operative action of a number of very complex mechanisms. Similarly the machinery upon which fluent reading depends is more



complex in co-ordination and more subtle than those found in a delicate watch. One little defect in one mechanism of the watch impairs the function or operation of the whole or stops it altogether in a similar manner in reading, various single defects and deficiencies may produce inadequate performance or may inhibit the function entirely. If the watch fails to operate, we at once investigate its parts and adjustments. Difficulties in reading should be attacked in the same way. The diagnosis, however in reading is perhaps more difficult not only because of greater obscurity of the machinery involved, but it is more difficult to isolate the several organs and function; less easy to observe them in operation, impossible to disassemble them, and often difficult, or, impossible to correct or replace them. Since reading skills cannot be invariably developed and maintained any more than watches can be made and operated perfectly enough to prevent the appearance of difficulties in performance, the teacher must be prepared with tools that will enable her to detect defects as they arise and to remedy them before they occasion serious disturbance. When the teaching of reading becomes perfect, diagnostic and remedial techniques will not be essential, but as the facts are today, such day of perfection has not arrived. Therefore diagnostic and remedial methods are indeed sorely needed.

A program for diagnosis in reading must be so organized as to yield definite diagnostic pictures with a minimum of time and waste effort. The series of tests and



examinations later to be described have, therefore, been developed and arranged to conserve time to avoid unnecessary work and to yield as objective diagnoses as possible.

The first test given is one that all children should take for any one class. The results of these measurements indicate which pupils should take still further test and so on.

A quantitative diagnosis is incomplete without a remedial significance. It should portray the type of instruction if any, that is especially needed.

- Remedial treatment is the extreme form of rigidly controlled practice. Ordinary teaching no less than remedial instruction should be a type of activity directed exactly to achieve a definite result.

Since the trend now is to teach the whole word, sentence or even paragraph method, defects may result in what is called the mechanics of reading. To avoid inappropriate, to and establish appropriate ways of seeing words, of recognizing specific word parts, of grasping large eyefuls of words at once, of seeing ahead of the word being articulated and to establish other fundamental habits of reading, it is customary to provide a number of supplementary drills for each of these skills. The program consists of a period for brisk drills with flash cards, phonetic exercises, word games, phrasing practices and the like. The direct reading of senseful material is thus coupled with special supplementary drills.



An intrinsic device is one which is not separate or supplementary, but an integral part of the natural process of reading. It consists of a type of organization of reading situations which guide or impels the pupil to react in a desired way while his efforts are directed to accurate interpretation and normal enjoyment of the content.



## CHAPTER IV

## CHARACTERISTICS OF THE READING SET-UP FOR GRADES ONE TO THREE

A good reading set-up is one that can use intelligently the available texts or the adopted system without employing the exaggerations of any particular method or discrediting the teaching a child may have previously received at home or in some other school. A good system may be judged by the temper of the class. The exercises are not drudgery. The spirit of anticipation in "Tell me a Story" should be its spirit, and the children should find it to be as pleasant as elders find the reading of a novel or a book of verse. <sup>1</sup>

So the reading lessons should be an excursion into the land of adventure, not a hated ordeal. It should be the most keenly anticipated hour of the child's day.

The reading lesson is primarily a time when the child's experience is broadened. He can run away from the old and familiar into a world of magic and imagination. His wonderful gateway should not be locked in his face by complicated system of phonetics, word-drills and other unpleasant bolts and bars. The supreme aim in the reading lesson is to make the child love to read.

Grade One.

Child's Own Life the Basis of Interest -

For grade one the first three or six weeks, the child's experiences, nursery rhymes and black board lessons taken from the primer are sources of materials.

<sup>1</sup> Howes, Margaret - "Story Telling" Quarterly Journal. Vol. 21



The quality of the first lesson is as important as the subject matter. The teacher may be tempted to delay too long on the same lesson in her effort to be thorough. The use of words in new relations is a form of drill that prevents too much repetition of one set of sentences.

#### The Story Quality -

When reading is begun it is no longer taught in isolation, but every opportunity is utilized to make it function in all the work of the day. At first reading will be done as needs arise in connection with activities and during work and play of the day. A little later material based on the children's experiences will be used. The lessons should consist of sentences which have such a relation to each other that they make a connected and continued story. If isolated words are suggested there should be no delay in putting them into interesting sentences and in relating the sentences into a story. If the sentence is the starting point, the pupil should begin at once to recognize the individual words. In short the word and sentence method should be so blended that the pupil's mind is littered neither with a miscellaneous lot of disconnected word-forms, nor with a series of unanalyzed sentence forms.

#### Recognition of Words -

The recognition of words has some rather interesting characteristics. Recognizing words corresponds to recognizing people. A child may know words without knowing the letters in them. A page of words is like a crowd of people, some are long some are short. In some cases it is



easier to recognize long words than short ones because there are more peculiarities in the word. Later on the child is able to recognize the difference between words which in general appearance are very much alike. This knowledge may be gained before he is able to recognize any particular spoken word. The experience of seeing other persons read, the realization of the meaning of street signs and store signs will give him this early type of recognition. The child comes to understand this without any special form of training, merely by casual observation of the actions of people about him.

The child goes beyond this general recognition when he learns to connect certain words with the printed forms which represent them. He may do this before he is able to read connectedly. He may recognize his name when it is written or some other familiar object. This recognition gives him a starting-point for more coherent and connected reading. This association between the spoken name and the written word is really not much more difficult or complex than the connection of a spoken name with the object. The difficulty arises when the child begins to learn a large number of words. In this case he does not know them well enough to pronounce them rapidly. Drill upon speed and thoroughness of recognition are the methods used in handling this difficulty.

#### The Use of Phonics -

As long as children are being taught individual words by the teacher, word recognition is a fairly simple



matter, but there soon comes a time when the children, if properly instructed, can develop independence in guessing at words for themselves. Many bright children can soon learn to guess at new words from the context and eventually become good readers without any training on the part of the teacher beyond the initial teaching of words and sentences. For the average child, however, assistance in breaking words up into their elementary sounds is necessary. This is done by phonics. The phone is a letter sound rather than a letter name. By learning these sounds, independence in recognizing words can be developed in the child.

Primary supervisors report that there is a great danger of spending too much time upon phonics. They state that many teachers who feel that they must teach phonics every day, have classes in which the exercises are quite dull. The fact is that phonics need to be taught, but not as a subject worth while in itself, but merely as an aid in recognizing words and that no more attention needs to be paid to it than is necessary to have the children read the material in the regular reading lesson with skill. In phonics as elsewhere, it is necessary to remember that what the children learn in school is of importance not so much for its own sake as for its use in helping them become acquainted with the fundamental facts of life and the tools which civilization has developed.

Saying the Alphabet -

Historically, three methods have been used in



teaching primary reading. The oldest method was the alphabetic method. The children were taught letters. The theory was that since the letters are the elements of the words they should be taught first. However, a fallacy has been found in such method. Children are not interested in letters as such. They are not keys to interesting ideas or to action, so because of lack of interest it was found that children did not learn their letters with great facility.

The matter was made still more complex by the fact that the letters which composed the words did not represent the sound of the spoken language, but rather represented certain names which did not in many cases correspond with the sound.

As time went on, experienced teachers learned that children could learn sentences just as quickly as they learn letters. So the sentence method and word method are universally accepted by primary teachers and are taught in combination. Interestingly enough, children in this case may learn to recognize as many as twelve hundred words without knowing the letters of the alphabet. However, this does not mean that the alphabet should not be taught. It is necessary sometime during the first year to have the children recognize all the letters of the alphabet, and it is wise for the teacher to have the children memorize the letters in the order in which they conventionally appear in the alphabet. They should be memorized glibly because in using the dictionary and in many



other situations they need to know the letter in the order in which they occur. The children in the second and third grades should be familiar with them even in the reverse order.

### Eye Training and Ear Training -

"The basic technique of reading must take into account the physiological processes involved. First, the eye makes a series of movements across the page. It pauses between the movements and is fixed upon a word or group of words. It is during the fixation period that learning takes place, for nothing is seen while the eye is in motion. At the end of the line a regressive movement is made to the first word in the next line after which the broken sweep across the page continues. The rate of reading depends upon the speed of movement of the eyes, the length of the span, the duration of the fixation, the freedom from rereading and the accuracy with which the eyes hit the right place when returning to the left side of the page for a new line. The good reader makes rapid rhythmic and progressive eye movements with short fixations and a long perceptual span".<sup>1</sup>

Long fixation is due to unfamiliarity with words and to natural or acquired slowness in responding. The remedy is sight-word drill, easy selection and practice in reading as fast as possible. The short perceptual spans are due to having difficult material, to the habit of read-

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<sup>1</sup> Kendall, Calvin Noyes, "Elementary School Subjects" Houghton Mifflin, Boston, 1918.



ing to answer questions, summarize, or make outlines instead of reading to understand. Training should be given in reading sentences and phrases instead of single words, flash cards and perception cards supply a suitable device for this purpose. Single words are used at first, next phrases, and finally sentences.

Finger pointing is to be discouraged so is the moving of the head instead of the eyes. The only noticeable activity should be the proper eye movement. It should be explained to children that they will read more rapidly and understandingly if they will not move their lips, pronounce the words to themselves, nor point at words.

Ear training should be given attention early in the school life. Stories may be told with broken words for the pupils to recognize and name. Each pupil should be given opportunity to vocalize, to listen, to form words and letters, that they may secure a clear, distinct utterance of pleasing quality and correct pronunciation.

#### Grades Two and Three -

Pupils in the second and third grades take pleasure in reading independently of the teacher. The initial period has been covered. They are in general able to progress rapidly if too many difficulties are not encountered at the same time. Much practice should be had in reading easy materials in the library or in the pleasure-reading period. Speed may be developed by having the pupils see how much they can read in a given time. Children in these grades should not be required to take a lesson



over, but re-reading should be based upon selection of their own choice. If supplementary readers cannot be obtained, extra material of local nature and easy reading from children's magazines should be used.

In most reading series, those that are adapted to oral reading and silent reading should be used.

#### Classification of Pupils -

By classification of pupils in the second and third grades is meant the process of assigning pupils into groups in which they can best work and yet have educational opportunities and instructions at the least possible expenses.

There are no two pupils exactly alike in all respects. Those who are alike in one characteristic may be vastly different in all others. Since there are no two pupils alike, there are no two who require exactly the same instruction. Yet we have seen that purely individual instruction is not practiceable on the large scale on which education is organized in this country. The only way out of the dilemma is for the teacher to be aware of the most significant individual differences, in order that the instruction may vary in extent to fit it to the individual needs, interest and capacities of the group. So these grades are divided within themselves into groups as follows: First those grouped together who are equal in achievements, second, those grouped together who are able to progress at the same rate.



### The Daily Reading Period -

After it is certain that the reading selection will really appeal to the class, such an assignment should be given as will make the pupil curious and eager to find out what the story is about or what information the article contains. The teacher should not tell the story, for that would destroy the reason for reading it. She should call attention to the title and to any pictures there may be, and may give a few details concerning the tale. Emphasizing essentials may be carried out by skillful questioning of the pupils after the reading, by directed re-reading, by letting the pupils tell the story, and by dramatization. As has been indicated, it is not a good plan to read to, answer questions, make outlines, or list important points. Any of these aims confuse the reader and detracts from his interest and from his learning. If any re-reading is done it should be on parts that have not been well comprehended.

### Mental Preparation for the Lesson -

The mental preparation may be made in a variety of ways. The particular way selected is determined by the knowledge of the particular group concerned and the nature of the selection. As an example, I suggest the following: Title of the story to be read is THE OLD. Introduction: Here is the story of how a wise old



## CHAPTER V

THE READING SET-UP FOR THE THIRD GROUP GRADES FOUR  
THROUGH THE EIGHTH

The objective in this third group period is to perfect the good reading habits and secure variety of experience through wide reading. This can be gained by using much supplementary material on travel biography, adventure, history, science, industry, invention and all other fields of life activity. It is at this age that romance and heroism make strong appeals.

Pupils falling in this group should have some practice in true reading. If it is not started in the fourth or fifth grade, it can be done in the last years of the elementary grade. For such all other purposes ought to be subordinated, providing the child already has mastered the mechanics of reading.

## The Study and Silent Reading Lesson -

The same principles are true in these grades and the same methods apply that were pointed out in the discussion for the other set-ups.

## Mental Preparation for the Lesson -

The mental preparation may be made in a variety of ways. The particular way selected is determined by the knowledge of the particular group concerned and the nature of the selection. As an example, I suggest the following method. Title of the story to be read is SHARP WITS.

Procedure: Here is the story of how a wise old



goat saved himself by using his wits. He found himself in a fierce lion's den with the lion ready to eat him. Later both a lion and a jackal agreed to kill and eat him. How his sharp wits saved him from harm in both cases is told in this old folk tale. Read the assignment through silently and write answers to the following questions:

- (1) Where did the old goat go to get out of the storm?
- (2) What did he find the place to be?
- (3) What did he hear as he tried to escape?
- (4) What did he decide to do?
- (5) What did the lion do when he saw the goat?
- (6) What did the goat say?
- (7) Why was the lion surprised?
- (8) What did the goat then say and do?
- (9) What did the lion do?
- (10) What did the lion and jackal decide to do?
- (11) By what trick did the goat again save himself?

Another procedure: The following assignment is written on the board:

#### Notes and Library Study:

1. Look up all you can about woodchucks. See the picture of the woodchucks, or ground hog in Animals I have Known by Hap Good.

2. Be able to give a short sketch of the life of Daniel Webster. (See your History).

3. Be able to give synonyms for, or to explain the meaning of, the following words: resolved; proposed; capture; appeal; prisoner; criminal; damage; defense; case;



destructive; merciful. This assignment is followed by a report and discussion of the information gained by the pupil's individual efforts. After the reports are given. The Story Daniel Webster's First Case is read in class silently. This is the first time they have read the story. Re-read and find in the story places where something important happened. Name the characters in the story. How much sympathy for woodchucks ought to be expected of the average farmer in New England? Why? Why had the boys caught the woodchuck? What did each boy propose to do with him? What caused them to appeal to their father to settle the dispute? What was the father's proposal? Give five points Ezekiel made in his argument against the woodchuck? In what way did Daniel make his plea? What were his strongest points in favor of the woodchuck? What was the father's decision as judge? From what you know about woodchucks, and from the arguments here given, was the decision just? Just what characteristics of Daniel are shown in this incident?

#### The Oral Reading Lesson -

The subject matter chosen is a selection with which the class as a whole is not familiar. Each member in the class is given a special assignment. Each pupil is given chance to study his selection, learning the background of the story, defining difficult words, if any, and at a scheduled time he reads his selection to the class. After each reading the classmates who served as the audience are required to give the most interesting points they



heard read, name the characters in the selection, if any, and, at the close of the reading period tell which of the selections they like best and why.

Another procedure used in the set-up is to let each pupil study a selection of his own choice. Find the hard words and learn to pronounce them and use them in sentences of his own. Use the classmates and other pupils of the home room as an audience. Each pupil reads his selection. The audience criticizes each reader on pronunciation, enunciation, attitude to audience, and the choice of the selection.

If the children prove to be poor in giving the thought to his audience, the cause for the deficiency is determined and remedial work is begun immediately. Example: He reads too slowly. The causes for the slow reading are he is not familiar with his reading material, he does not know the words. If such is the case, the hard words are listed, placed on the blackboard and are used for drill words to be pronounced, defined and used in original sentences. He studies the sentences in the selection in which the hard words occur. Later the same selection is re-read as a check on the effectiveness of the procedure.

#### What to Read -

The following selections are among the selections we use for oral reading, The Old Swimming Hole; No Boy Knows; The Raggedy-Man; by Riley. A Boy's Song by Hogg and



Pinocchio. This list, however, serves only as an example of the type of literature suited to this particular kind of reading. The possible selections are not nearly exhausted. Of course, magazines, and newspapers are used to some extent for sight or oral reading.

Longfellow's Evangeline, Steven's Treasure Island, Hans and The Four Great Giants, by Harrison; The Circus Day Parade, by Riley, newspapers, magazines and bulletins are typical selections for silent reading.



## CHAPTER VI

## SUMMARY

The writer has related the brief history of this school and the sources of materials from which this set-up is taken; pointing out that its express purpose is to give its pupils the basic tool of all learning, reading. It has also been pointed out that the best way to get the idea over is to begin in early life purposeful reading.

It has been shown that the types of materials should vary according to the experiences and needs of the child. The material should not destroy the child's interests. It is far better to permit him to read books, magazines and newspapers suitable to his mental level than to assign difficult books just because they are regarded as masterpieces.

The social atmosphere is maintained throughout the set-up and the child is initiated into the school family and guided by the teachers in such a way that a love for reading is developed.

He is made to feel that to be a good citizen he must be one who can read intelligently, think clearly and give ideas to somebody else.

The deficiencies are taken care of by giving diagnostic tests and following them by remedial instructions. With obstacles thus removed, the pupil is lead through reading to have love for the good, and reverence for the beautiful things in life.



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